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ABSTRACT

As part of the Career Options Research and Development (CORD) Project, Pilot B sought to develop curriculums for the training of paraprofessionals for the human services areas. The curriculum development process followed a systems approach and held to the belief that graduates of these new programs should possess both horizontal and vertical mobility. Specific activities of Project B were as follows: (1) the collection and analysis of task data to determine the range of tasks performed by professionals and paraprofessionals, (2) the grouping of tasks by level of skill and discretionary decision making, (3) the development of curriculums based on the task analysis, (4) the teaching and evaluation of the curriculums, (5) experimentation in adapting the curriculums to the needs of local agencies, and (6) the identification of the need for and the development of new instructional materials. In regard to curriculum evaluation, a questionnaire survey seems to indicate that training which accompanies practice has greater meaning to the trainer than training which precedes practice. However, further research is necessary to determine whether this implication is true in other situations. (JS)

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FINAL REPORT

SOCIAL SERVICE AIDE PROJECT

PILOT B

HUMAN SERVICES INSTITUTE

CITY COLLEGES OF CHICAGO

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SOCIAL SERVICE AIDE PROJECT: PILOT B

CITY COLLEGES OF CHICAGO

I. Background of Project

The present project grew out of the concerns of administrators at four Chicago area community colleges who were interested in the possibilities of developing new types of vocational/technical curricula in the human and social service areas to meet the needs of their students and their local communities. A number of factors were instrumental in the development of a joint project rather than independent unilateral activity on the part of the individual colleges. One of these was the factor of economy: the avoidance of the duplication of effort involved in each college's undertaking the development of such curricula independently.

A second and perhaps more important factor was the need to develop a single"product" (i.e. curriculum) which could be identified, standardized to an extent, and "sold" to those agencies in the Chicago area which might be expected to hire the graduates of the new program. The development of new curricula is a time-consuming and costly effort, and unless the skills and knowledge to be taught are marketable ones leading to readily identifiable job opportunities, it is wasted effort on the part of the college and a disservice to students who are attracted to the new curriculum. On the other hand, no agency can be expected to restructure its services to provide new kinds of jobs with new qualifications if there is no consistency in the training set up to meet these qualifications and if individuals with these qualifications are not available throughout the service area of the agency.

In the Chicago area, the major sources of employment possibilities in the human and social service fields are the public agencies: The Cook County Department of Public Aid, the Department of Mental Health, Boards of Education, and a number of government funded agencies such as those under the Office of Economic Opportunity, Model Cities, and similar programs. These agencies serve more than a single community college district and cannot be expected to adapt differentially to the graduates of different colleges. A consortium of colleges serving the same area could be expected to be more successful in working with these large employers, since the breadth of coverage would assure a continuous and uniformly trained supply of potential employees.

The needs which stimulated the four community colleges in the Chicago area to concern themselves with programs in the field of the human and social services are needs recognized by almost every community college and agency in the country. National concern over the wastage of human resources reflected earlier in the war on poverty, now broadened to a war on waste of all national resources, is widespread.

The waste in human resources is reflected in the number of persons who are not functioning to full potential because of deficiences in education, in marketable skills, and in social and emotional resources. The services needed to bring these individuals to a level of productive functioning are not available to the extent and in the areas they are most needed. New delivery of services systems are needed, and new manpower is needed to deliver the services in new and creative ways.

Partial answers to these problems have been embodied in the new careers movement, in which persons lacking formal education or professional experience have been hired to provide service to their own communities while receiving training to allow them to advance educationally to a permanently productive capacity. The career ladder approach in public service has provided a model and demonstrated the meaningfulness of broadening the base of our educational system at the college level. There has been little uniformity or consistency among the programs set up, however, and few models designed to serve more than a single time-limited project. There is a need for the best elements of sound new careers programs to be refined, consolidated, and defined in terms that are meaningful and capable of adaptation or acceptance by other communities, agencies, and college systems.

The emergence of the community college as an important component in the higher education continuum has provided a place for expansion and development of new types of new career programs. The broad spectrum of programming typical of the community college, extending as it does from the first two years of a traditional liberal arts education on the one hand, to adult and continuing education programs on the other, and with a strong emphasis on vocational/technical education programs, provides the flexibility necessary for new approaches. The commitment of the community college to address itself to the needs of the specific community it serves rather than to a traditional academic system, allows for more innovation than is possible within other academic settings.

City Colleges of Chicago

The involvement of the City Colleges of Chicago in human service career programs grew out of the needs of its local community.

The City Colleges of Chicago is a public, community college, serving the City of Chicago through seven campuses and TV College, an educational television series offering college-level courses for credit. Local agencies, dissatisfied with the service they were able to provide their clients because of the lack of appropriate training available to their staff, requested that the College develop training programs for workers in a number of areas - child care, social service, youth services, etc. These have traditionally been areas in which highly trained professional staff members have provided supervision to a direct service staff that often has had little if any training. This request to provide training for direct service staff presented a challenge therefore, and required development of a new kind of curriculum: one based upon analysis of the job to be done, the level of competence required to do it, and the background knowledge and skills involved in carrying it out at that level: a paraprofesssional level.

As part of a public college program, however, such a curriculum must be available to all individuals in the community interested in such training and to all agencies who could utilize the graduates of such training. Training for a specific agency alone, or in skills which could be used in only a single setting, would be equally unacceptable. The training provided must be broad enough to allow graduates to choose among a variety of agencies or to move from one agency to another, yet specific enough in its content and the skills developed to make the individual immediately effective in

a work situation.

Impetus to develop meaningful career programs in the City Colleges of Chicago was supported by the recognition of the needs of the residents of the low-income inner city communities served by several campuses of the College. Residents of these communities are often locked in by their lack of marketable skills and the absence of educational programs suited to their interests and academic level of achievement which will provide them with these skills. If training for these individuals was to be meaningful, it needed to lead not only to immediate employment opportunity but opportunity for personal and vocational advancement as well. A new level of "dead end" employment would do little in the long run to solve the problems to which these programs have addressed themselves. The career ladder concept in which training, education, and experience are offered along a continuum from entry-level positions with no experience or training needed, through a series of steps to the highest professional positions, is the model that most directly meets the needs of this group. It was seen as important, therefore, in developing these programs, to be sure that the training be made an integral part of an educational continuum from entry-level to professional degree. While it could not be expected that this degree of articulation, with the corresponding degree of change in the present educational system that it would entail, could be accomplished in a single step, an articulated continuum has been considered an essential goal of the programs developed and has dictated many of the decisions regarding specific elements in the City Colleges of Chicago curricula.

In developing any new curriculum, and particularly curricula in the human service areas, there are certain crucial issues to be decided. These include (1) the degree to which the training is to be specific to a single job or type of employment as contrasted to a more generic approach in which the training is applicable to a wide variety of jobs; (2) the degree to which the curriculum will concentrate on background knowledge and conceptual or theoretical issues (exemplified by traditional college courses in the behavioral sciences) in contrast to the practical, hands-on type of training stressing specific skills; and (3) the type or level of role for which students are to be prepared. (1)

More specifically for the City Colleges program, questions to be answered included: should the goal be to develop a single curriculum which would train individuals as Human Services generalists, or should there be a separate curriculum for each type of job: child care worker, nursery school teacher, teacher aide, social service aide, school-community representative, etc.? Are the jobs similar enough in content and skills that a generic approach could train them adequately to perform effectively? To what extent do they need an understanding of behavioral science theory, and to what extent should they be given specific skill-training? Are the graduates of the program to function as independent practitioners, and hence require training that will provide the background for discretionary decision-making as well as practical skills, or are they to be trained to work directly under the immediate supervision of a professional and perhaps need only skill-training?

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(1) For a fuller discussion of these issues, see Swift, J. Human Service Career Programs and the Community College: American Association of Junior Colleges, Washington, D. C., 1971, p. 25-30

In addition to the development of appropriate curricula, a need for new instructional methods and innovative ways of approaching the teaching of human service materials was recognized. This was seen as particularly necessary where concepts must be translated into activity or practice within the structure of the course work itself. Materials appropriate to the particular community group involved and to the field of service being prepared for, were seen as crucial adjuncts to more traditional teaching methods.

It was seen as the goal of the City Colleges, therefore, to develop a curriculum or curricula, as appropriate, to train paraprofessionals in newly developed areas of social and human service occupations, along such lines as would maximize opportunities for both horizontal and vertical mobility for individuals enrolled in such programs.

Participation in the Social Service Aide Project provided the opportunity for the City Colleges to utilize a systems approach to curriculum development through task analysis, in the expectation that this method would be a most fruitful approach to this new and challenging educational endeavor.

II. Procedure

The following steps have been taken by the City Colleges of Chicago staff during the course of the present project, with the aim of finding answers to the questions outlined above.

1. Collection and analysis of task data from a variety of agencies and programs serving the Chicago community to determine the range of tasks performed by professionals and paraprofessionals in the field of human services.

2. Grouping of the tasks into specific skills and areas of background knowledge necessary to perform these tasks, at different levels of discretionary decision making.

3. Assignment of these skill and knowledge areas to specific courses in a curriculum sequence, and the development of syllabi and course materials for each course.

4. Teaching of courses so designed to a cross section of City Colleges students interested in the human services, with evaluation of the individual courses so offered in terms of their effectiveness in relating to a sampling of representative tasks identified in (1) above.

5. Experimentation in adapting human services curricula to the in-service and pre-service needs of agencies through participation in a variety of training programs with local agencies.

6. Identification of areas of need for new types of instructional materials for human service courses and experimentation with the development of such materials, specifically, the use of video-tape.

1. Collection of Task Data

The method by which data concerning the tasks performed by paraprofessionals in a variety of the social service agencies in the Chicago area has been described in the Phase I report of the Social Service Aide Project (September 1969) and will not be repeated here. Two faculty members of the City Colleges, both experienced social workers, interviewed 34 individuals in six agencies, concerning the tasks these individuals were called upon to perform in their daily work. The tasks so identified were part of the 1489 tasks analyzed by Project Staff in Phase I.

The agencies included in this initial task collection effort were primarily social service agencies, or social service staff within multipurpose agencies. This, while appropriate for developing curriculum limited to the social service field, did not provide the breadth of coverage required to determine the degree to which a human services curriculum could serve other related fields such as child care, particularly day care, Head Start and education. These areas are ones which are of particular concern today and while jobs in these areas are often looked upon as social service related, the tasks performed are very specific to the setting, the age levels involved, and have a professional education component (early childhood education) not typical of other social service jobs. These considerations made it necessary to undertake an additional identification and analysis of the tasks involved in the provision of care to the preschool child. Other new types of jobs being developed in relation to recognized community needs were also seen as needing task identification, if training programs were to be developed for them:

specifically, school community representatives (Board of Education), parent coordinators (Head Start), classroom aides,(teacher aides) and children's welfare attendants (Board of Education), child care workers (Department of Children and Family Services). Analysis of these jobs and inclusion of the concepts, knowledge, and skills required by individuals in these positions was included, therefore, in the project activities of the City Colleges (Pilot B).

Early Childhood Education Programs and Day Care

The identification of tasks required in day care (Head Start, nursery school) positions was carried out by a committee of day care center staff members, trainees employed in day care centers, and college faculty members who themselves have been employed in day care or early childhood education programs. A typical day in a center was reviewed, and the tasks carried out by staff were described. The viewing of a series of video-tapes made of three day care centers in action was helpful in this identification of tasks performed by staff.

In this review of tasks, another dimension was included. Consideration was given not only to what is done in a center, but consideration was given to the way and for what purpose the task was done or should be done. For this, the early childhood education curriculum (as developed for day care center programs) was taken as a starting point, and the tasks necessary to translate this curriculum into meaningful learnings for the child were identified.

School-Community Representatives/Parent Coordinator

The collection of task data concerning the role of school community representative and of parent-coordinator was carried out through interviews with a number of individuals presently employed in these roles. The individuals interviewed were those enrolled in a special class in Parent Education (see section 4 below). The interviews were conducted by two interviewers who shared the task of collecting data from the class members. One interviewer was a member of the SSAP staff, the other a college faculty member serving as coordinator for the Head Start Supplementary Training program. These interviews were taped and were available for later study and analysis.

Classroom (teacher) Aides

The tasks assigned to classroom aides in the public schools were spelled out by the Board of Education, and made available to the College faculty. Interviews with aides employed in the schools added to these data.

Children's Welfare Attendants

The tasks identified as those performed by the children's welfare attendants, employed by the Division of Special Education of the Board of Education, were described by a committee set up by the Board and the College for this job. This committee included representative children's welfare attendants, supervisors, principals of the schools employing attendants, and auxiliary professional staff who utilize the service of these attendants in carrying out their own functions. Faculty members of the College visited schools where attendants were employed and observed them at work.

Other Human Services personnel

Several other groups have been active in seeking the help of the City Colleges of Chicago in developing curricula relevant to their particular service area, but exploration has not yet been carried to the point of the development of a specific or modified curriculum. These groups include (1) foster parents, working with such agencies as the Illinois Department of Children and Family Services, Chicago Child Care Society, Illinois Children's Home and Aid Society, Family and Children's Services, and Catholic Charities; (2) homemakers, from Family and Children's Services, Cook County Department of Public Aid, and (3) community geriatric aides, employed in a protective services program for the aged.

Each of these groups has felt the need to define their educational (or training) needs more specifically than a general packaged curriculum could provide. In each case, the procedure has been to discuss with the interested group (made up of direct service workers and their supervisors) their particular job - the tasks they carry out, the skills they feel their job requires, and the knowledge they feel they need to have to carry out responsible and effective decision-making. Based on the identification of these tasks, skills, and knowledge base, specific courses will be reviewed for appropriateness of content to the service area under consideration.

2. Grouping of Tasks into Skills and Knowledge Areas

The tasks collected from the various sources described in the previous section reflected a wide range and variety of activities, necessitating many types of skills for their effective performance.

The agencies in which these tasks were collected can be considered to have as their function or goal the resolution of certain problems facing individuals or groups. The overall purpose of these agencies is to identify unmet needs and to provide some service which will result in the need being met, within the agency or through referral to another agency.

As a first step in attempting to define the skills being called upon in the performance of these tasks, the large pool of tasks which had been identified was broken down and tasks grouped (classified) according to types of activity performed. The major areas of tasks identified included the following:

I. Activities Associated with the Client and Action of Agency

1. Obtaining of information in order to identify nature of problem and need for treatment activity

   a. Information getting - to identify individual
   b. Information getting - to identify problem area
   c. Information getting - to determine extent and nature of problem
   d. Information getting - to determine the client's interest and willingness to become involved in problem-solving activity.

2. Problem-solving activity - to identify the resources/activities necessary to resolve the problem

   a. Problem-solving activity - to inform client of problem-resolving alternatives
   b. Problem-solving activity - to engage the client (individual or group) in decision-making consideration of problem-resolving alternatives.

3. Information giving

   a. Information giving - re agency function
   b. Information giving - re community resources
   c. Information giving - re problem

4. Involvement in resolution of problem (treatment)

   a. Involvement in resolution - to refer client to correct resource
   b. Involvement in resolution - to carry through a referral to a treatment resource
   c. Involvement in resolution - to participate in the problem-resolving activity
   d. Involvement in resolution - to undertake the problem-resolving activity directly (independently)
   e. Involvement in resolution - to supervise (direct) others in the problem-resolving activity.

II. Agency Administrative Activities - non-client related

1. Administrative activities

   a. Administer routine office or agency functions (i.e., handling forms, office equipment, typing, filing)
   b. Administer problem-related activities: purchase of equipment, scheduling, etc.

II. (continued)

2. Personnel

a. Personnel - attendance and participation in in-service staff meetings, conferences
b. Personnel - Presentation to staff meetings
c. Personnel - Supervision of personnel

While every agency included in the data collection utilized each type of activity to some extent, each agency or service differed in the extent to which one or another of these activities was the vehicle through which the agency's primary services to the community were provided. Thus, a community referral agency stressed activities grouped under I - 1. Obtaining of information in order to identify nature of problem and need for treatment and I - 2. Problem-solving activity - to identify the resources/activities necessary to resolve the problem. A mental health center, on the other hand, in receiving referrals from other agencies and individuals, placed its emphasis on I - 3c and 3d: direct participation in the problem-resolving activity, whether this is carried out by individuals working independently or as part of a team-effort.

Wherever one category of activity can be identified as the major vehicle through which the agency provides its service, it is obvious that the category will need further refinement and sub-classifications of tasks if activities carried out in pursuit of that agency's goals are to be effectively identified. For example, many individual tasks can be identified within the psychotherapeutic process, tasks which can be summarized in terms of the objective of "establishing rapport", or "defining the nuclear problem". The same is true of "identifying an appropriate referral resource".

The category of Involvement in resolution of the problem is one which requires considerably more breakdown into subareas or subsystems, if it is to be made specific enough for description at a skills level. It is possible to group the tasks according to the nature of the intervention required: whether the problems identified were external in nature, resulting from conditions in the social, economic or physical environment which require manipulation of external factors for resolution, or internal intra-psychic problems which may have arisen from interaction with environmental factors but which now require some degree of psychological intervention. A family faced with severe medical problems and no financial reserves to handle them may need help from the agency in finding appropriate medical facilities and funds for obtaining these. The internal problems of individuals in the family in such a case may not need interventive help beyond the provision of external types of service. A marital problem or problem of child abuse, on the other hand, may contain few aspects in which external intervention or environmental manipulation can be effective; it may require involvement of the individuals in psychotherapeutic intervention. It is generally recognized that intrapsychic intervention is considerably more complex an undertaking than the provision of resources to meet external needs.

Under intervention techniques, a distinction can also be made between those techniques which attempt to deal with the problem in a one-to-one relationship with the client, and those which utilize group methods, handling individual problems through the medium of the group.

Another factor which will affect the type of skills required for problem resolution is the nature of the "client" to be served: i.e. whether the client is an individual, a family group, a community, or a class of individuals (Head Start parents, for example) will determine the tasks needing to be carried out to effect a resolution.

In grouping tasks into specific skill areas and areas of background knowledge for the purpose of assigning them to components of a training program, differentiation needs to be made between those tasks for which the specific skill and knowledge needed is limited to the specific agency and can be appropriately considered as an in-service activity and those that involve skills requiring training and background knowledge, hence appropriate for assignment to a training curriculum. In general, if we look at the listing of Activities associated with client and agency function, p. 14, there is a level at which each of the activities listed under the major headings can be carried out without formal training; thus, under I - 1. a. Information getting: to identify individual, the completion of a face sheet or simply obtaining the individual's name from the client, is an activity for which only normal communication skills (speaking, reading, writing) (or less) are needed. As more options are provided regarding the way in which the activity will be carried out, the more discretionary ability will be required of the individual, and the more knowledge will be required to perform adequately. In general, the levels of functioning in regard to the tasks identified follows the worker function scale employed in job analysis.*

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* Functional Job Analysis Scales: W. E. Upjohn Institute for Employment Research, 1969

A second pool of tasks was collected from individuals concerned with the direct care of children in a variety of settings. In reviewing these tasks it became clear that while there is a certain degree of overlapping between this group and those that made up the pool described earlier, the overlap was small, and the greater number of tasks were quite specific to the child care situation. The differences between the two groups reflect in part at least differences in purposes. The purpose of child care services is the provision of care to children in such a way that their physical, social, emotional and intellectual development is enhanced. The emphasis is upon activities directed towards maintenance of positive growth trends and the physical provision of care in a specific setting rather than upon the identification of a specific problem or problems and provision of remedial activities. Agencies providing care to children for the purpose of rehabilitation or remediation, engage in activities culled from both task pools.

The activities involved in the provision of care for the preschool aged child (ages 2 - 5) include the following:

1. Activities designed to protect the child's physical safety and promote physical health
2. Activities designed to encourage the development of healthy emotional attitudes and mental health
3. Activities designed to promote the intellectual development of children through the provision of experiences which increase knowledge and stimulate concept formation
4. Activities designed to promote social development and the ability to relate to adults and age mates in a constructive manner
5. Activities designed to strengthen the relationship between parents, child, school and community.

3. Assignment to Specific Courses

In attempting to use the tasks identified as a base for developing curriculum content, certain assumptions have been made. The most important of these rest upon the distinction between training and education. While in common usage, the term training is used to refer in the broadest way to any activity that involves the development of skills in a certain area, e.g., "professional training in social work," or "medical training" or "teacher training," at the paraprofessional or subprofessional level, it has a much more specific connotation: i.e., the acquiring of specific skills related to a specific job function. Education, on the other hand, has the connotation of a much broader reference, of the acquisition of knowledge and the development of methods of thinking and conceptualization that can be applied to a variety of situations and conditions. A college curriculum, such as we are developing here, is an educational rather than a training endeavor. Consequently, the first assumption that has been made is that the adequate performance of certain tasks requires knowledge and a conceptual framework that is not specific to this task at this time. Tasks are seen as the means through which an agency performs its function and the goal of the training or education undertaken in relation to these tasks is to make them meaningful in terms of the agency's purpose. Thus, tasks which are either limited to a specific agency or can be learned adequately and performed effectively without reference to a broader knowledge base, would not be included in the task base utilized in developing an academic curriculum.

Another assumption is that in training or educating individuals in entry-level positions, we are attempting to provide them with the knowledge and skills which underlie the tasks they are performing and which also, however, relate to levels above the one in which they are presently engaged. A day care center aide, for example, who has never worked in such a center before can readily be taught the center's rules for the use of art materials: she may learn how to prepare the materials, supervise the children, and clean up afterwards. She will not be ready to move to a level of greater discretion in which she will be able to make decisions regarding the inclusion of this activity in the daily program, however, until she has achieved an understanding of the place of art activities in the curriculum, of the expectations with regard to individual children's use of art materials, and of how to stimulate children's interest and constructive use of the art experience.

Assignment of the tasks collected in the present study to specific skills and types of knowledge required to carry them out in a meaningful and effective way, was followed by the assignment of these groupings to specific courses in a curricular structure.

It became clear that almost any activity carried out in the field of human services has at its base a knowledge of how individuals behave: specifically in terms of their needs and abilities at particular age levels and in particular situations, and more generally, in terms of the principles which guide or determine human behavior, and more basically, all living behavior.

Courses were designed or selected to provide knowledge at three levels of specificity, (1) the specific, task-oriented or

practice courses in which students would be provided an opportunity to practice directly the skills being taught, and relate them to the principles underlying their application; (2) "core" courses in which understanding of specific individual behavior in a variety of situations and conditions is provided, and (3) "general education" courses which provide the concepts and principles which make up our understanding of man and his world.

A schematic presentation of the way in which tasks grouped into activities were translated into skills, knowledge, course assignment, and curriculum is presented in the Appendix.

4. Evaluation of courses in relation to tasks

Courses developed by the City Colleges were offered to students attending the Kennedy-King campus and expressing an interest in the fields of social service or child care. Each course had been developed to cover a certain portion of the knowledge and skills that had been identified as important to effective functioning in human service jobs, as outlined in the previous section. In order to evaluate the extent to which the courses so developed did in fact include the materials or learnings expected of them, a questionnaire was devised. The questionnaire was made up of 100 items representing a sample of the 1489 tasks identified in Phase I of the project. For each item or task, the subjects were requested to indicate (1) whether they themselves performed that task as part of their present work or had performed such tasks in other settings, and (2) whether the course which they had just completed was, in their opinion directly helpful, indirectly helpful, or not at all helpful in relation to performing that particular task.

The questionnaire was administered to 367 students in 14 classes, covering eleven courses. The course instructors also completed the questionnaire in terms of their judgment as to whether the course had or had not been relevant to the performance of each specific task. The courses covered represented different degrees of directness or immediate relevance to the tasks: thus, the basic courses such as Human Growth and Development and Social Problems and Social Action could be considered to provide background knowledge important to students in understanding the background of situations but not immediately relevant or helpful in terms of carrying out a specific task. Other courses, particularly ones

such as the Social Service Practicum and Principles of Family Welfare, could be expected to be seen as more directly applicable to specific tasks. This particular expectation was borne out. The greatest number of tasks which were seen as being directly related to a given class were reported for Social Service 228 and 229 and Child Development 141 - Activity Programming, another course in which specific skills were taught. Those receiving the lowest scores for direct relevance were Child Development 101-102 and Social Service 215. Another course which was unexpectedly low as measured by relevance to the tasks included in the sample was Social Service 201. Since this was a course in which it could be expected that specific material was presented that could be utilized in performing a number of the tasks in the sample, it can be assumed that there was some failure in communicating this material to the students.

The results are presented in the tables in the Appendix. As a method of evaluating the courses and the degree to which they were successful in providing the knowledge or skills necessary to perform given tasks the questionnaire has demonstrated its usefulness. A revised set of tasks, with tasks more clearly stated and selected from a pool created by the instructors of the courses rather than from data collected so broadly should provide even more decisive results. It is expected that this method will be adopted on an on-going basis for curriculum evaluation by the Human Services Institute.

Among the findings which deserve comment is one unexpected finding which came out of the data presented in the Phase II report. Those data, see Appendix, reveal that the person who is familiar with or presently engaged in performing a specific task, is more likely to see the course work being taken as directly relevant to

that task, than the person who is not familiar with or engaged in that activity. Thus, the greatest number of "directly helpful" answers were given by those who answered "yes" to the question of whether they were engaged in that task, while the greatest number of "not at all helpful" answers were given by those who reported that they were not engaged in an activity involving that specific task. The relationship holds for all the courses evaluated. This finding seems to indicate that the course work offered has greatest meaning to and is seen as most useful by those who are actively engaged in a work situation involving the course subject matter. This finding has implications that deserve consideration in terms of the effectiveness of different types of training programs. It would seem to indicate that training which accompanies practice has greater meaning to the trainee than training which precedes practice. Further research is needed to determine whether this implication is borne out in practice.

5. Special Courses

As part of the College's experimentation with new instructional formats and methods, a number of special classes were set up by the College to meet the in-service or pre-service training needs of specific agencies. An attempt was made in each case (1) to combine flexibility of structure with consistency of content and (2) to provide the opportunity for the enrollees to receive college credit for work undertaken as part of agency in-service or upgrading programs. Classes were scheduled at times and within a format convenient to the employing agency while the course content in each case was selected from the curriculum appropriate to the personnel involved. Five special courses or programs have been offered.

a. Board of Education: Department of Human Relations

A summer program of in-service training undertaken by the Board of Education's Department of Human Relations for its school community representatives was set-up in cooperation with the Human Services Institute in the Summer of 1969. Over 400 school community representatives participated. The program covered two 3-week periods, with some but not all participants enrolled in both periods. Two courses from the Core Curriculum were selected as most appropriate for this group: the first semester of the Human Growth and Development course, covering child development from infancy through adolescence, and Introduction to Group Process course. These were felt to be most appropriate since the role of the school-community representative is to serve as a liaison between the school, the parents, and the community; the school-community representative must, therefore, be able to help parents understand the work of the school and the needs of their children. The methods they must use rely heavily upon an

understanding of group process and the content of their work upon an understanding of human growth and development.

The format used was to offer one course during the first 3 weeks, the other during the second 3-week period. The students spent a full working day at the in-service site: the morning was devoted to the formal class work involved in the courses for which credit was available, the afternoons on more agency-centered tasks. The large number of students and a limited budget required modification of the usual instructional format of a single instructor to a class of 35 students.

A combination of large group presentations and small discussion group meetings was used: part of each morning was spent in a single large group meeting in the school auditorium, part was spent in small group meetings with a discussion leader, in which the content presented in the larger sessions were discussed and full participation of all individuals was encouraged. Papers and examinations were discussed in the small groups, as were examples from the group members' own experiences. These meetings were used as the essential learning tools of the course, in which the concepts and skills being taught could be related to the specific job to be done.

Innovative methods were used in the large group sessions as well in an attempt to create greater involvement in the learning process. Panel presentations by members of the group were prepared,

chaired by discussion leaders. The necessity for preparing the material to present to their peers in a meaningful way and with examples from their own experience forced the panel members to a deeper involvement in the subject matter than is usually the case.

The fact that the presentations were made by members of their own group made it more personal, more directly important to them, as well as adding an element of identification with the speakers which ruled out some of the "tuning out" often characteristic of listening to professionals presenting material. Since the panel members were speaking to members of their own discussion groups as well as to the total group, members of the audience were readier to respond to invitations from the speakers to ask questions or add examples from their own experience. This offset to some extent the otherwise impersonal nature of a 400-member audience presentation. Speakers from agencies outside the school system but with whose agencies the school-community representatives were familiar were also used, as were films and some regular lecture presentations by the course instructor.

Staffing of this in-service program was also tailored to the particular agency and the funds available. A coordinator was assigned from the College to work with the Department of Human Relations' representative, with the instructors from the College, and with the discussion leaders. One instructor was assigned from the College teaching faculty to spearhead each course: this instructor was responsible for the content covered, the selection of the text, and for the large group presentations. The small groups (of 15-20

people) were led by discussion leaders who were members of the staff of the Department of Human Relations. These individuals also had the qualifications required by the College for its teaching staff: a Master's degree in the appropriate field (in this case, education, counseling, or social work) and work experience relevant to the vocational area involved. Frequent meetings of instructional staff and the coordinators kept the program functioning in a uniform and consistent manner.

Overall, this was a very successful program, due in major part to the particular agency involved and the type of paraprofessional involved. The Board of Education staff was of high caliber, experienced, well organized, and with a clear idea of what was needed by their employees. The school community representatives involved had been carefully selected for their positions, took pride in their work and were motivated towards self-improvement. The agency was geared to meaningful in-service programs, and participation in the summer program involved administrative, supervisory and other professional personnel as well as the paraprofessionals for whom the college credit was provided.

Granting of credit was based upon successful completion of assigned written work, class participation and examination. The examinations for the courses were developed by the total instructional staff: the college instructors and the discussion leaders, so that there would be uniformity of content and standard of achievement throughout the program.

b. Board of Education: Schome Training Program

A second program was developed with a different department within the Board of Education. In this instance, the program involved the pre-service training of a group of classroom aides hired by the Board of Education to participate in the Cooperatively Planned Urban Schools project, (i.e., "Co-Plus") funded under Model Cities. These aides were hired to work in the Schomes ("school/homes"), an educational program involving group programs for preschool children and work with their parents. The pre-service training period involved four weeks of concentrated training, seven hours a day. The content of the training program centered around the curriculum of a preschool program, and an introduction to child development and behavior. The latter subject matter was limited to that necessary for an initial understanding of the preschool child's needs and abilities. Major emphasis was upon the preschool classroom program or preschool curriculum. Credit for the courses Education 258 - Principles of Preschool Education and its laboratory course - Child Development 251 was available to those trainees who completed reading and written assignments demonstrating their understanding of the conceptual material. The training was held in a classroom within an operating day care center. This provided trainees an opportunity to observe a preschool education program in action and to practice the skills they were learning in a realistic setting.

This program also proved successful as a training model. The opportunity for this group of persons new to the field of early childhood education to have the opportunity to practice and observe in a preschool center definitely enhanced the effectiveness of the classroom learning. The 4-week period (the equivalent of

140 contact hours), gave plenty of time to include the academic content included in the courses for which credit was given (50 contact hours for Education 258 and 48 contact hours for Child Development 251). The additional time available was utilized to include some work specific to agency expectations and duties, and some of the general background in child development which is a normal prerequisite for the particular courses for which credit was awarded.

c. Model Cities Day Care Training

This program involves the training of the day care aides employed in ten day care centers supported by Model Cities funds and administered through the Chicago Department of Human Resources. The centers themselves are administered by individual agencies, with independent Boards of Directors, staffing, and programs. The aides employed were residents of the community in which their center was located, i.e., Model Cities target areas.

The aides participated in training activities one day per week at a central site, one-half the group attending centralized training one day of the week, the other half attending on another day, so that no center was left without adequate staffing. On-site training was carried out through the services of "training specialists", hired by the College. Each center was assigned a training specialist who spent one day a week at the center working with the staff in their own setting. This provided an opportunity for the course work which was being offered in the more formal setting of the classroom to be translated into practice in the day care center.

The course work offered followed the Child Development - Preschool Education curriculum beginning with Child Development 101 and 111 - Human Growth and Development I; Education 258 - Principles

of Preschool Education and Child Development 251 - Laboratory in Preschool Education, and followed by Child Development 140 - Art for the Preschool Child and Music 148 - Music for the Preschool Child. During the summer, a number of the students were assigned to the preschool practicum which they carried out in their own centers under the supervision of the training specialist.

The strength of this program has been in the combination of work experience accompanying the classroom learning, so that theory and practice were able to reinforce each other thus bringing about better learning than could be accomplished by either alone.

d. Chicago Committee on Urban Opportunity - Public Service Careers

With funds made available by the Public Service Careers program, the Chicago Committee on Urban Opportunity has developed an educational upgrading program for its employees, community representatives who have been employed in their present positions for a number of years. Special classes were set up for them at each of three campuses of the City Colleges, and courses selected which would take into account their level of experience and the nature of their employment. The initial course offered was Social Service 258 - Principles of Community Organization. Other courses in the social service sequence will follow.

The involvement of a group of individuals with a broad background of experience upon which to draw in relating course work to their daily tasks has proven to be successful.

A part of the program with the Public Service Careers project of the Chicago Committee on Urban Opportunity involved two issues which are among those most crucial to new careerists: These are (1) the issue of crediting pre-service training programs which are offered under agency auspices or contracted for from other institutions, and (2) the issue of providing credit for on-the-job experience.

The Chicago Committee on Urban Opportunity (CCUO) has had a contract for preservice orientation for its community representatives since the inception of its program. This pre-service orientation consists of four weeks of testing, lectures, demonstration, encounter group experience, field trips, and orientation to agency procedures. The content of this training is geared to presenting a little about each of a number of skills and techniques that community representatives will need to carry out their roles effectively. Some of the material, therefore, directly parallels the work of certain of the College courses in the social service curriculum. Specifically, Social Service 101 - Basic Concepts in Social Service and Social Service 212 - Introduction to Group Process. Careful comparison of the elements of overlap between the City Colleges course content and that included in the training program has made it possible to develop a specialized course which would add those elements included in the college course work but not included in the training to those that have been so covered in a shortened length of time. This method assures students of maximum credit for work performed and a minimum of duplication of material.

The issue of practicum credit for on-the-job experience is one in which interest is shown in relation to new careers positions. The Human Services Institute curricula of the City Colleges of Chicago include a practicum or field experience as part of each curriculum offered. These practicums, however, are not simply "on-the-job experience." Each one consists of supervised field work with a series of learning objectives identified by the college instructor and the field work supervisor (who is a member of the agency staff). It includes a weekly seminar in which the students meet together to learn from each other's experience and to evaluate together the manner in which their experiences bear out or contradict the general concepts which are part of their reading assignments and discussion.

It is the College's practice to place students in practicum settings which are unfamiliar to them so that they can more easily address themselves to a new learning experience. The practicum, which consists of 240 hours of work experience, is usually carried out over a one-semester period, of 15 hours a week. To release workers for this much time was seen by CCUO as not easily undertaken within budget limitations. In adapting the College's program to the needs of the agency in this regard without losing the effectiveness of the learning experience a plan has been developed whereby the student will be assigned over an extended period of time (one day a week for two semesters), to work in a different section of the CCUO program from that with which he is familiar. This procedure will be attempted during the upcoming academic year.

e. Head Start - Parent Involvement

An experimental course was set up primarily for Head Start parent-coordinators for the purpose of providing better insight into the role of the "parent coordinator" or "social service aide" in the Head Start program. This role is a new one, carried out in a variety of ways in different agencies. The role of school-community representative is similar in purpose in many respects to the Head Start parent coordinator and this course was seen as providing an opportunity to identify the similarities between these two roles and to develop a course which could provide the skills and background knowledge necessary for effective functioning on the part of those serving in a liaison role between school (Head Start program or day care center) and the parents (community). With this is mind, school community representatives were recruited for the course as well as Head Start parent coordinators.

Prior to and during this course, the students enrolled were interviewed singly about their job - the functions they performed and the knowledge or skill they felt they needed in order to carry out their role. The course content and method were adapted to their role: as a class they helped identify the areas in which they felt they needed help, and the structure of the course involved them in utilizing the skills which they felt they needed. The major concern they expressed was in the area of involving parents in the activities of the school or center, setting up programs which would attract parents, and building on this through on-going projects of interest and benefit to parents. During the course, the class participated in activities designed to further their skills in identifying good resources, preparing programs with outside speakers, and evaluated their work. The instructor for this course was chosen

because of her knowledge of the liaison role between school and community and work experience in this area. She was also experienced as a teacher in the City Colleges.

Experience with these experimental programs has led us to the conclusion (1) that it is possible to adapt courses chosen from a career-oriented program to the needs of specific agencies, both with regard to timing and to the specific training needs of the agency, and (2) that the combination of on-the-job experience with classroom instruction which provides the theoretical and conceptual knowledge base in a certain subject area, provides the most effective training method.

These experiences have also provided us with the kind of background material regarding agency practices and activities that enable us to adapt our basic curriculum to the specific needs of a given agency without unnecessarily proliferating either curricula or individual courses. Course sequences can be made up from existing curricula to meet the needs of individuals or agencies, and the specific activities carried out on the job can serve as the illustrations in practice of the concepts covered in the class.

6. Innovative instructional methods and materials

The curricula being developed here will have their widest application in programs which have a new careers approach - employment of indigenous residents of an area, or users of service, to provide service to their own communities, while receiving on-the-job training and/or educational upgrading. For these programs, new teaching methods and new materials are needed. In the previous section, a variety of new methods were described, methods designed to build on the experiences of the students and to enhance their learning.

New materials are also needed, to add common or shared experiences to the individual examples brought into the teaching situation by the students. Films have traditionally been used to provide such common experiences. Unfortunately, teaching films traditionally have also included a more or less lengthy exposition or "lesson" by a narrator, who in a sense takes over the class and interprets the shared experience to the viewers. Many of these films are outstanding in their conception, their presentation and their impact on the students. Good films of this nature are part of the repertoire of every educator and trainer. Less available, and much needed, however, are single-concept, short, focused presentations in which a single example needed as a shared experience is presented without excessive commentary, leaving the class and the instructor free to use the experience in a way most meaningful to them.

Another factor which limits the usefulness of commercially available films today is the social and cultural setting or milieu which they reflect. While it is theoretically possible to translate a middle class white child's behavior into the same conceptual framework into which the inner city black child's behavior can be translated, this is not easy for residents of the inner city, whose language, life style, and physical environment differs from that portrayed in many of the older films presently available. Identification with the situations portrayed is interfered with, when everything about the situation may be foreign to the student. There is a need for materials which are set in an environment which is familiar, a life style which is recognizable and a language which is understandable. New films are being developed which relate to these needs, but too often even these films are utilizing these settings and the individuals portrayed in a somewhat depreciatory way - to illustrate poverty or deprivation, rather than as natural backgrounds against which normal behavior can be observed and experienced.

The need to develop instructional materials that could be adapted to the specific group to be trained, that represent single concepts that can be used flexibly and placed within a context most appropriate to the individual course, and that include the concepts being developed within our own human services curricula stimulated college faculty members to explore the possibilities of video-tape. This exploration was carried out by members of the audio-visual department of Olive-Harvey College, one of the City Colleges of Chicago, in cooperation with a faculty member responsible for the Human Growth and Development sequence at the College.

Video taped material was collected as part of the laboratory work in connection with the Human Growth and Development course, during visits to day care centers and nursery schools, and in college classrooms.

Within the limitations of budget and time available to the project, it was impossible to do more than experiment with the medium, develop preliminary materials, and outline a plan for a more extensive program in the future.

Two types of video tape recording equipment were used during this project: a 1" IVC recorder which, because of its size and relative immobility, was used primarily in the audio-visual laboratory setting, and a small 1/4" portable video tape recorder (Akai) which was used in a variety of settings, in day care centers, in homes, in classrooms and at meetings. Experimentation with the two machines indicated that it is possible to transfer material from the smaller recorder to the larger on which editing is possible.

The experimental work carried out during the project has demonstrated the effectiveness and possibilities inherent in the use of this medium. Its use in child development courses, in social service and in the preschool education sequence have been demonstrated to staff, and it is hoped that development of single concept modules utilizing much of the material already available will be undertaken in the near future.

APPENDIX

THE DAY CARE CURRICULUM (1)

The curriculum of a good day care program is based on knowledge of children's physical, social, emotional, and intellectual needs, and provides for the experiences through which children learn and develop in each of these areas. These experiences come about as the result of day by day and long range plans of the day care staff.

A good program provides for activities which draw from all curriculum areas: social studies, science, language arts, number relationships, health and physical education, and the arts, through the child's daily work and play. Through teacher-led experiences, such as discussions and demonstrations, and through books and music. Most experiences with children of this age involve more than one of these curriculum areas, and much opportunity for indirect learning accompanies every planned program activity. The sensitive teacher is aware of this and keeps this in mind as she plans her program.

The curriculum also includes activities and experiences whose aim is to develop sound social and emotional attitudes and behavior.

SOCIAL STUDIES

Learning experiences in the area of social studies are an important part of the program. These include both the area of interpersonal relations - of learning the skills of working and playing with other people, and acquisition of concepts about how people in their homes, communities, and their expanding world live and work.

Experiences which provide for these learnings include:

Working and playing together

Sharing and taking turns, while maintaining own rights and property.

Taking and sharing responsibilities in planning, and taking trips or other activities; playing games; cleaning up; caring for materials, plants and tools.

Engaging in dramatic play through which they gain understanding of the roles and work of other people: parents, the doctor, nurse, fireman, farmer, grocer, pilot, astronaut, and of processes - buying, selling, building, cooking, cleaning.

Observing and explaining the environment through:

Observing workers in the community to learn how they perform their work.

Visiting different places of work and play in the community - the post office, store, firehouse, bakery.

(1) Adapted from Educating Children in Nursery Schools and Kindergarten. U. S. Department of Health, Education, and Welfare, 1964.

Taking trips using a number of different transportation facilities - bus, car, train, boat, to become better acquainted with methods of travel.

Gaining information by:

Listening to stories, descriptions, and explanations from others.

Using books, pictures, and exhibits for information about boats, planes, animals, cities, homes, etc.

Discussing and sharing observations, experiences, and ideas.

Organizing ideas and understandings

Constructing airports, grocery stores, post offices, firehouses, etc., with blocks.

Painting pictures and making models representing ideas.

Expressing feelings and ideas through dramatic play, music, and dance.

Group discussions of experiences.

SCIENCE

Science is another major curriculum area in early childhood education. It includes the information and understanding children acquire concerning the properties of the physical and biological world around them. This information is learned best when it comes firsthand through the experiences of the senses, simple experiments, enriched materials, and discussions. Science at this age also includes the beginning stages of scientific reasoning, understanding of causal relations, ways in which knowledge is obtained, and how one tests simple hypotheses.

The teacher needs to be familiar with both science content and teaching techniques to enable her to capitalize upon the child's needs and interests, to utilize community resources effectively, and to plan stimulating and appropriate science activities that will extend the child's understandings by providing opportunity to observe, question, explore and experiment.

Children have experience in science as they begin to understand more about the physical and biological aspects of the world around them.

Explore their environment in such activities as going on trips around the school and into the community; collecting bulbs, seeds, leaves, pods, stones, and shells and sorting them; observing and discovering various changes in the environment, changes in weather and seasons and some of their effects upon plants and animals; experimenting with soil and water; observing such types of life as fish, amphibians, reptiles, birds, and mammals.

Work with animals and plants in such activities as caring for pets and growing plants; learning about different kinds of common plants - their names, where they grow, and what they need to live and grow; observing and talking about animals - how they move, how and what they eat, what sounds they make, where they live, how they sleep, how they produce and care for their young, and how they see, smell, and hear.

React to physical phenomena in such activities as experimenting with friction, magnetism, static electricity, momentum and inertia; melting and boiling, evaporation, condensation, and freezing; observing fog and clouds, ice, snow, rain; discovering things that do and do not float, that are heavy and light.

Learn about simple machines and how to use them by experimenting with toys; observing derricks, steam shovels, cement mixers, locomotives, operations using pulleys such as raising and lowering the flag; using tools such as hammers, saws, pliers, shovels, and hoes.

Use equipment to further explore the immediate environment by examining with a hand lens such materials as clothing, soil, insects, parts of plants, common household materials; experimenting with prisms to refract light, and thermometers to observe the rise and fall of the column of mercury or alcohol.

LANGUAGE ARTS

The child's language development has been shown by research to be one of the most important aspects of his total growth. It is facilitated by his interactions with his own physical and social environment. The teacher in helping the child acquire language power provides for a variety of sensory and verbal experiences which foster concept and vocabulary development. She also provides a climate and the kinds of guidance which encourage communication among children. In addition, she arranges situations so that children with limited power over language will have many opportunities to make distinctions, classify, and generalize about experiences meaningful to them.

Through these beginnings language becomes a tool of thought and effective communication. It develops in situations where children feel a need to express themselves and seek to be understood. Children have many experiences throughout the day in -

Listening

Appreciate and become sensitive to such sounds about them as the rustle of leaves, whistles, sirens, wheels, splashing of water, songs of birds, tones of musical instruments, and the beauty of words and phrases.

Become aware of new and interesting words and make them a part of a more meaningful and precise vocabulary.

Listen and interpret the words and tones of voices of those around them.

Develop power in discriminating between language patterns and the sounds of words and word parts.

Listen appreciatively and respond in a variety of ways to stories, poetry, chants, and rhymes.

Listen thoughtfully to discussions, descriptions, explanations, and directions.

Listen critically to ideas presented to them.

Speaking

Experiment with language and become more confident in its use, repeating words, trying out new ones, and enjoying using them.

Learn names that apply to their observations and experiences.

Clarify ideas and generalizations through verbalizing them.

Take part in the interchange of ideas through informal conversation with peers in work and play.

Use mass media such as pictures, films, illustrations, or other representations for both information and enjoyment.

Gain some understanding that printed words carry meaning.

Choose books from the library and library corner to secure data or to enjoy according to the child's purposes and maturity.

Develop a personal interest and wholesome anticipation concerning reading; use reading ability informally as appropriate.

Producing symbols to carry meaning

Communicate ideas through drawing, painting, constructing, scribbling, marking directions and signs.

Print names, numbers, and labels as needed and appropriate for different individuals.

These kinds of language experiences are basic in their own right in thinking, communicating, and developing appreciations. Functional activities are logical approaches to more systematic forms of listening, speaking, reading, and writing which will follow according to each child's maturity and readiness for them.

NUMBER RELATIONSHIPS

Young children are constantly dealing with number and measure in their daily living at home and at school. In many of their activities they use numbers as they encounter problems of how much and how many, how big and how small, how fast and how slow. Through their experiences, children acquire in varying degrees concepts of things in space and their relationship to them, concepts relating to size, quantity, shape, distance, speed, temperature, time, weight, and place.

Children acquire mathematical understandings in varying degrees as opportunities are provided to-

Count objects and people.

Learn that the day is divided into parts which always occur in regular sequence: morning, noon, afternoon, and night.

Observe the variations and relationships in sizes and shapes of objects, such as big, little, wide, narrow, round, square, wedgeshaped, or rectangular; compare sizes and shapes.

Make use of simple tools of measurement, such as cup, pint or quart measure, teaspoon, tablespoon, ruler, yardstick, and scale.

Understand that the calendar is used to indicate days of the week and months of the year.

Estimate the space needed for an activity.

Recognize small groups or sets of objects (3 blocks, 4 children, 2 cookies, or 5 pennies).

Match two sets of objects one to one (2 milk containers to 2 children, 3 paint brushes to 3 jars, 4 chairs to 4 children).

Determine what is missing or how many are needed (size of block to balance a design; straws for milk bottles).

HEALTH AND PHYSICAL EDUCATION

Children's daily experiences should foster their health and safety. Certain factors contribute to the building of sound physical and mental health, such as a safe and healthful environment in the day's activities, and opportunities for suitable play. Skillful guidance encourages children to develop healthful and safe practices and desirable habits and attitudes toward cleanliness, grooming, play, rest, food, and bodily functions. An effective program provides experiences for-

Developing healthful practices, understandings, and attitudes

Play outdoors daily when the weather permits.

Practice healthful personal habits, such as washing hands before eating and after using the toilet, using clean tissues or

handkerchiefs, covering the mouth when sneezing or coughing, using a napkin, and wearing suitable clothing.

Rest or relax on cots or rugs according to individual needs and during quiet activities.

Eat nourishing lunches, snacks, or midday meals made available as an important aspect of the program.

Developing physical skill, strength, and balance

Participate in and enjoy active play indoors and out of doors.

Engage in such motor activities as running, skipping, hopping, jumping, climbing, lifting, sliding, pushing, pulling, falling, and rolling.

Gain some skill in such basic activities as throwing, catching, bouncing and rolling a ball, suspending his weight from a horizontal bar or ladder, climbing on apparatus, and turning a somersault.

Experiment with nonlocomotor movements; create movement patterns, such as bending and stretching, swinging and swaying, twisting and turning, and pushing and pulling.

MUSIC

Music functions as a natural and spontaneous activity during the young child's day. It is a way for him to express many of his ideas, experiences, or moods creatively. He composes songs and chants related to his work and play because it gives him satisfaction. He likewise improvises rhythms and discovers satisfying tonal combinations as he works them out with various materials or instruments. He is inducted into his musical heritage through experiences in listening and actively participating in many of its forms. Children have experiences with music through --

Singing
Listening
Rhythmic activity
Exploring and experimenting freely with rhythmic instruments
Choosing an appropriate instrument to accompany --
Experimenting with melody instruments -- piano, xylophone, resonator bells, and tuned bells -- and discovering such things as --

ART

Teachers make it possible for children to experiment; to see and enjoy beauty, forms, and textures; to manipulate; and to express what they imagine, know, and experience. They are aware that sensations from experience with artistic materials are the beginnings of a child's artistic productivity. In addition, the confidence developed through

the child's mastery of materials is important to emotional growth. First hand experience with materials in art fosters intellectual understanding and facilitates language development.

Modeling and constructing with clay, dough, wet sand, and soap

Pound, punch, squeeze, and shape the materials for the emotional and esthetic value of such activities

Become aware of the textures and consistency of clay, sand, soap, and plasticine

Working with wood

Discover some of the characteristics of woods -- their color, texture, hardness, and suitability for certain purposes

Gain skill and self-discipline in using tools, such as hammers, saws, pliers, nails, and sandpaper.

Using other materials

Print repetitive designs with such objects as spools, leaves, bolts, and scraps of wood

Express ideas through carpentry and block building

Painting and drawing

Experiment freely with tempera and finger paints.

EMOTIONAL/SOCIAL DEVELOPMENT

The child's experience in the day care center should be planned to provide many opportunities for positive learning experiences in emotional growth and control. Harmful or overwhelming emotional experiences should be prevented by the staff. While each child's needs in this area vary tremendously, there are some experiences which are important to all children's sound emotional growth:

Developing a positive feeling about himself through acceptance of him by other people, demonstrated by the teacher in her manner of speaking, her willingness to listen to his point of view

through repeated success in activities he undertakes -- successful block play, painting, drawing, puzzles

through coping sucessfully with hardships

Developing control over the expression of hostile feelings

through learning to approach upsetting experiences in a problem-solving manner, through differentiating his angry feelings from angry actions.

Developing independence

through confidence in himself, increased skills, freedom to experiment.

SOCIAL SERVICE AIDE CURRICULUM

Activity	Skills needed	Knowledge base	Courses
Identification of problem	Interviewing skills Assessment of observed behavior Reporting	Understanding of human behavior, needs, and defenses Understanding of problem areas common to present day society Understanding of helping relationship	Human Growth and Development Social Problems and Social Action Basic concepts of Social Service
Identification of problem-resolving resource	Assessment of clients' strengths and weaknesses Knowledge of community resources Ability to complete referral	Understanding of human behavior Understanding of social welfare delivery of service systems - agency roles	Human Growth and Development Principles of Social Work Practice
Problem resolving activity	Group work skills	Understanding of group process, ways in which individuals relate in groups, and use of group in helping process	Introduction to Group Process Principles of Youth Welfare
	Casework skills	Understanding human behavior and its modification	Principles of Family Welfare Social Problems and Social Action
	Community organization skills	Understanding the ways in which communities are organized and can be mobilized for action	Principles of Community Organization

CHILD DEVELOPMENT CURRICULUM - PRESCHOOL

Activity	Skills	Knowledge	Courses
Provision of physical care	Assessment of child's physical needs Recognition of common illnesses Recognition of dangers Ability to carry out daily routines of eating, toileting, sleeping, etc.	Understanding of children's physical needs, common dangers and symptomatology of illness, ways in which daily needs are provided for, in the group situation	Human Growth and Development Health and Nutrition Principles of Preschool Education
Provision of intellectual stimulation and guidance	Ability to stimulate thinking, plan activities, create interest, provide knowledge, help children learn and enjoy the acquisition of knowledge and develop the ability to communicate	Understanding of children's learning patterns Knowledge of early childhood curriculum and its relation to learning	Language Arts for the Preschool Child Child Study Activity Programming Music for the Young Child Art for the Young Child Practicum
Provision for sound social development	Ability to help children relate to peers individually and in a group; to relate to adults	Understanding children's social and emotional development and factors associated with both normal and abnormal adjustment.	
Promote sound emotional growth	Ability to develop in child: positive self image independence emotional stability acceptance of emotion		

H U M A N S E R V I C E S C U R R I C U L A

HUMAN GROWTH AND DEVELOPMENT

CHILD DEVELOPMENT
Core

Child Care, Health and Nutrition

Child Study

Activity Program

Preschool Curriculum (Day Care)

Principles of Preschool Education

Language Arts

Music for Young Child

Art for Young Child

Practicum

Child Care Curriculum (Special Education)

Introduction to Group Process

Principles of Child Care Practice

Development of the Exceptional Child

Practicum

SOCIAL SERVICE
Core

Basic Concepts in Social Services

Principles of Social Work Practice

Social Problems and Social Action

Group Process

Family Welfare Curriculum

Child Care, Health and Nutrition

Principles of Family Welfare

Practicum

Youth Welfare Curriculum

Advanced Group Process

Principles of Youth Welfare

Practicum

Community Organization

Advanced Group Process

Principles of Community Organization

Practicum

SOCIAL SERVICE COURSE DESCRIPTIONS - CITY COLLEGES OF CHICAGO

SOCIAL SERVICE

Social Service 101

Basic Concepts in Social Service—Concepts, principles, and processes encountered by social service workers; questions of motivation, acceptance, attitude, techniques of listening and interviewing. Three periods per week. *3 credit hours.*

Social Service 109

Report Writing for Social Service Aides—Introduction to records, reports, and forms required in social agencies; report writing and record keeping. *Prerequisite:* English 101. Two periods per week. *2 credit hours.*

Social Service 201

Principles of Social Work Practice—Introduction to social welfare resources of the community; discussion of methods to help persons make use of these resources, including analysis of the helping relationship, role of non-professional worker, problem-solving approach to individual, family, and community problems. Three periods per week. *3 credit hours.*

Social Service 212

Introduction to Group Process—For persons who work with groups; parent groups, community action programs, recreation programs, church groups, or in child care programs. How individuals function as group members; role of the leader; encouraging participation and group action for achieving group goals. Three periods per week. *3 credit hours.*

Social Service 215

Social Problems and Social Action I—For group workers, community leaders, and teachers. Problems of urbanization, industrialization, cultural and educational deprivation, juvenile delinquency, and techniques and programs organized to combat these problems. Three periods per week. *3 credit hours.*

Social Service 228

Principles of Family Welfare—Principles of casework applied to work with families; community resources available to meet economic, emotional, and health needs, and techniques for implementing referrals for such services. *Prerequisite:* Social Service 201. Three periods per week. *3 credit hours.*

Social Service 229

Practicum in Family Welfare—Field work assignment in a social agency; seminar on work experience. *Prerequisite:* Social Service 228, and consent of instructor. Twenty hours a week in field, two periods per week in class. *6 credit hours.*

Social Service 248

Principles of Youth Work—A course designed for all students who are interested in working with young people in groups or individually, in church groups, street gangs, tutoring programs, recreational groups, Y's, settlements or delinquency prevention programs. It applies theoretical understanding from the fields of child development and adolescent psychology, sociology, and group process to the specific problems of youth work. Includes field trips, readings, and some direct experience with youth groups. *Prerequisite:* Child Development 101-102, Social Service 201, and Social Service 212, or consent of instructor. Three periods per week. *3 credit hours.*

Social Service 249

Practicum in Youth Work—This course includes a field work assignment in a youth serving agency, under the supervision of the instructor and agency staff. Students meet together once a week in a seminar to discuss experiences, and to enrich their understanding through additional readings in the field. *Prerequisite:* Social Service 248 and consent of instructor. Twenty hours per week. *6 credit hours.*

Social Service 258

Principles of Practice in Community Organization—The course is designed for all individuals who are involved with community action programs, community planning, and neighborhood improvement, and others who are interested in understanding more about the principles underlying community organization. It includes discussion of techniques for assessing community needs, and understanding of the ways in which communities are organized to meet these needs, and principles of establishing viable and effective community programs. *Prerequisite:* Social Service 201 and Social Service 212. Three periods per week. *3 credit hours.*

Social Service 259

Practicum in Community Service—Through field work placement in a community service agency and a weekly seminar the student is able to bring theory and practice together in a meaningful way as he prepares for employment. The student works under supervision of college and agency staff in a setting where he can get actual practice in the work for which he is preparing. *Prerequisite:* Social Service 258. Twenty hours per week. *6 credit hours.*

PRESCHOOL EDUCATION

Child Development 101-102
Human Growth and Development—(I) Childhood and Adolescence, *3 credit hours;* (II) Adulthood, *3 credit hours.*

These courses cover the social, emotional, intellectual and physical development of the individual, from birth through old age. Emphasis is upon developmental stages in the life cycle, typical and atypical patterns of adjustment, and the implications of an understanding of these factors in work with individuals of all ages. Child Development 111 or Child Development 112 must be taken in connection with 101.

Child Development 107
Child Care, Health, and Nutrition—This course is designed to assist the student in understanding the physical needs of the pre-school child and the methods by which these are met. Emphasis will be on health routines, hygiene, nutrition, feeding and clothing habits, childhood diseases, first aid and safety, as related to healthy growth and development of the child. Three periods per week. *3 credit hours.*

Child Development 109
Language Arts for the Young Child—A course designed to provide the student with the techniques and methods for encouraging the development of language skills in the young child. Included are techniques of stimulating discussion and improving vocabulary and speech in the child. A survey of the best prose and verse for pre-school children is included, and techniques of story telling, and the use of records for children will be taught. Critical analysis of books for different age levels will be stressed. Three periods per week. *3 credit hours.*

Child Development 111
Child Development Laboratory—A course designed to supplement class work in Child Development 101 through direct observation of children in a number of settings. To be taken with Child Development 101. Three hours participation a week. *1 credit hour.*

Child Development 112
Child Development In-service Seminar—To be taken in conjunction with Child Development 101 by students currently employed with children in a group setting. One period per week. *1 credit hour.*

Child Development 201
Child Study—An advanced course in Child Development, covering methods of child study, theories of child development, and the implications of our knowledge in this field for direct work with children. Includes a case study of an individual child. Three periods per week. *3 credit hours.*

Child Development 251
Pre-school Education Laboratory—Students participate three hours a week in a nursery or day care center. To be taken in conjunction with Child Development 250. One period per week. *1 credit hour.*

Child Development 252
Pre-school Education In-Service Seminar—A course to supplement Child Development 250 for students employed in nursery schools or day care centers. One period per week. *1 credit hour.*

Child Development 260
Administration and Supervision of Pre-School Centers—A course designed for persons with experience as teachers or directors of nursery schools or day care centers who wish to improve their skills in administration and supervision. Included will be discussion of program planning, selection and use of staff, the role of the supervisor, in-service training for staff improvement, and community resources for supplementing the center's services. Two periods per week. *2 credit hours.*

Child Development 262
Parent Education—A course designed for those working with parents, individually and in parents' groups. It includes a discussion of the variety of settings in which parent education takes place, the goals of parent-oriented programs, methods most effective in reaching these goals, the content of such programs, and materials available to parent educators. Two periods per week. *2 credit hours.*

Music 148
Music for the Pre-School Child—Music materials for singing, rhythmic activities, and musical dramatizations; also playing of rhythmic instruments and piano. Three periods per week. *2 credit hours.*

Education 258
Principles of Pre-school Education—Theory and practice of early childhood education in the nursery school and day care center. The course deals with curriculum, program planning, use of materials and equipment, role of teacher, techniques of classroom management, and meeting the needs of individual children in the group situation. Visits are made to a variety of nursery school programs in the community, and opportunity for classroom observations will be arranged. Students are required to register for Child Development 251 or 252 in conjunction with this course. *Prerequisite:* Child Development 101. Three periods per week. *3 credit hours.*

Education 259
Practice Teaching in Nursery School—This course provides the student with an opportunity to participate as a student teacher in a nursery school, utilizing the skills and techniques which have been learned in the specialized methods courses. The student spends five mornings a week under supervision, working with pre-school children in the nursery school program. Two additional hours are scheduled each week for conferences, reports, supplementary reading and discussion of problems. *Prerequisite:* Child Development 250 and consent of instructor. Daily participation and two hours of conference. *6 credit hours.*

Education 282
Education of the Culturally Deprived Child—This course explores the effects upon the developing child of the social and economic factors associated with "cultural deprivation" in our society today, defines these in terms of specific assets and liabilities relevant to educational achievement, and reviews programs designed to meet the educational needs of children of different ages and from a variety of backgrounds. Three periods per week. *3 credit hours.*

Art 140
Art for the Pre-School Child—To help beginning teachers in their efforts to carry out the art program for the pre-school child with wisdom and skill. Through laboratory application, this course will present art materials appropriate for the development of the child's creative processes. Studio charge of $2.00. Four periods per week. *2 credit hours.*

CAREER PROGRAMS

HUMAN SERVICES INSTITUTE
CITY COLLEGES OF CHICAGO

The City Colleges of Chicago, with a student body of over 35,000, is a public community college serving the City of Chicago through seven campuses. The Human Services Institute was established within the City Colleges for the purpose of developing and coordinating programs for the training of paraprofessionals in the fields of education, mental health, social service and related areas.

Three major curriculum areas (Education, Child Care and Social Service) have been developed, each of which in turn has several specializations within it. Programs to provide training for employment in the following areas are included in the Institute program:

CHILD CARE PROGRAMS

Residential Child Care: Students completing the program in Residential Child Care are prepared for work as child care aides in treatment centers, hospitals, and residential facilities for children with special problems. These include programs for physically handicapped, mentally retarded, emotionally disturbed, and socially maladjusted children.

Day Care for Preschool Children: Students completing this program are prepared to serve as teachers or directors of day care centers caring for preschool children. The work involves direct care of preschool children in an all-day setting, directing or assisting in carrying out programs designed to provide for the children's healthy physical, social, emotional and intellectual growth.

Foster Family Day Care:* Students completing work in this sequence are prepared to care for children in group day care in their own homes, either as an independent licensed foster home, or under the supervision of a social agency.

EDUCATION AND EDUCATION-RELATED PROGRAMS

Teacher Aide in Preschool Education: Students completing this sequence will be prepared to work as aides in Head Start or other preschool education programs, where they will assist the teacher in working with groups of three, four, and five year old children, supervising the children in a variety of creative activities: dramatic play, art, music, story-telling and trips.

* In Preparation

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Teacher Aide in Elementary Education: Students completing this program are trained to work as teacher aides in elementary school classrooms. The teacher aide assists the classroom teacher in carrying out the many aspects of the classroom program that do not involve the development of educational program: preparing materials, handling clerical and monitoring tasks, working with individual or small groups of children under the supervision of the teacher, and supervising children in the absence of the teacher.

Teacher Aide in Special Education: Students in this curriculum are prepared for work as teacher aides in special education programs in schools, in day care centers for children with special handicaps, and in hospital schools. Children served by these programs include the deaf, blind, physically handicapped, brain damaged, mentally retarded, socially maladjusted and emotionally disturbed. The teacher aide works directly with the children in a number of non-classroom settings as well as assisting the teacher during class periods. Aides may ride the busses with the children, supervise lunch and recreation periods and assist physical, occupational, and activity therapists in their work with the children.

School Community Representative/Parent Coordinators: Students are prepared to serve as liaison persons between the school, the parents, and the community, identifying problem areas within the school or the community and working with the appropriate groups for solutions, building parent involvement in the school program, planning parent education programs in cooperation with the schools.

SOCIAL SERVICE AND SOCIAL SERVICE RELATED PROGRAMS

Family Welfare Aide: Students are prepared to work under the supervision of caseworkers to provide direct service to individuals and client families of public or private agencies. The Family Welfare Aide assists in making home visits, establishing eligibility, interviewing members of client families, advising the family concerning community resources, educational and vocational opportunities and generally serves as a liaison between the family in need and the community agencies providing service to families. The Family Welfare Aide may also work out of a community center in a case-finding role, interviewing and counseling family members, and suggesting referrals.

Youth Work Aide: Students are prepared to work under the supervision of trained social group workers or community organizers, with groups of young people, or individually with children in need of special help. The Youth Work Aide participates in recreational and group work programs in settlements, youth serving agencies, and delinquency prevention programs. Activities involve leading group programs--social and recreational, working as a street worker with neighborhood gangs, or with law enforcement programs as a liaison between the adolescent and enforcement agencies.

Community Aide: Students in this program are prepared to work in community action programs organizing neighborhood groups to seek solutions to their problems. Activities include canvassing, identifying problem areas and specific needs of the community, establishing working relationships with local organizations: churches, schools, private interest groups, etc., and providing individuals and groups with information regarding city services, job opportunities, consumer economics.

Mental Health Aides:* Students are prepared to work as mental health aides or mental health associates in mental health settings, such as state hospitals, community mental health centers and out-patient clinics.

Recreation Program Leader: Students completing this curriculum are prepared for positions as Recreation Program Leaders in youth serving agencies, school programs, parks, settlements, and recreation agencies.

Homemaker:* Students in this curriculum are trained to work under the auspices of a social agency in providing direct supportive, and/or educational services to families where the parent is ill, absent, or lacking in skills needed to maintain the home in an adequate fashion.

Geriatric Aides:* Students are prepared to work with older persons in group care settings, residential, therapeutic or recreational in nature, or provide service to elderly persons living in the community.

While the Institute curricula are designed primarily to serve as two-year programs leading to the Associate in Arts degree, a variety of additional program possibilities have been developed to meet the broad range of needs exhibited by students attending the City Colleges of Chicago.

1. Associate in Arts Degree Program: These programs provide two years of college level work including general education and specialized courses which, while preparing the student for immediate employment in a variety of positions, also serve as the first two years of work towards a bachelor's degree in the area of specialization chosen. Graduates of these programs receive the Certificate in the appropriate sequence as well as the A.A. degree.

2. Two-Year Certificate Program: These are non-degree college level programs for those not interested in completing a bachelor's degree, but who wish to acquire the skills needed for employment in the chosen area and to meet educational requirements for positions requiring two years of college.

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* In Preparation

3. One-Year Certificate Programs: These are one-year concentrated programs for those who already possess an Associate in Arts Degree or do not wish to pursue a two year degree but who wish to prepare themselves for work in a given area of specialization.

4. Career Readiness Programs: These are less intensive programs designed for persons who are not immediately able to undertake college academic work but are interested in improving their educational and vocational status. They are appropriate either as preparatory to entrance into the college level programs or as preparation for entrance level positions not requiring college training.

5. Specialized Courses: Single courses in special areas of practice are offered for practitioners or laymen who are interested in acquiring certain skills and practical knowledge but who do not wish to undertake a full course of study. Courses of this nature are offered both at a college-credit level and at the adult education, or non-credit level.

The curricula which have been developed for training for these occupations have the following features in common: 1) all are based on a core of courses that provide a thorough understanding of human behavior and development, under both normal and stress conditions; 2) each provides an orientation to the professional field in which the trainee will be functioning as a paraprofessional (e.g., early childhood education, elementary education, or social work), 3) each provides for specific methods courses which include both theory and actual practice; and 4) each provides for a practicum to be taken either concurrently with or following the completion of course work.

The typical two-year A.A. degree program in the Human Services Institute is made up of 30 hours of General Education courses, 13-15 hours in Child Development or Social Service Core courses (depending on the curriculum chosen), and 15-18 hours of specialized courses in the student's particular area of concentration. All of these curricula include a practicum of from 250-300 contact hours carried out in a work situation. First-hand experiences in the vocational area chosen are included on a more limited basis in many of the specialized courses taken earlier in the program.

May, 1970

SOCIAL SERVICE AIDE PROJECT - TASK ANALYSIS DATA

Questionnaire

The following are specific activities that are performed by persons in social service positions in the community. They have been selected from a number of different agency settings: urban progress centers, community health centers, youth work agencies, clinics, Head Start programs, etc. No one agency would require all of these activities of its workers.

In the left-hand column, please check each activity yes or no according to whether you are now or have been engaged in this type of activity.

Regardless of whether you have actually been involved in this activity, please check the column on the right hand side of the page as to whether this course: _____ included material that would be Directly, Indirectly, or Not at all helpful to you in preparing you to perform this activity.

PRESENT EMPLOYMENT

Are you presently employed? Yes _____ No _____

If employed, do you work full-time _____ or part-time _____

Type of employer? Social Service ____ Medical ____

School ____ Business ____ Other (specify) _____

Job title: _____

Have ngaged in tivity?			Was course helpful? Not at all / Indirectly / Directly
s	No		
		1. Evaluate individual's strengths and weaknesses to facilitate his or her participation in activities	
		2. Explain procedures and interpret situation to parents of child in care in order to arrive at outline of alternatives and plan of action	
		3. Visit families to determine family needs	
		4. Select games for tournaments suitable for age/sex involved	
		5. Identify children with problems so that they can be included in special programs	
		6. Tutor students to improve their academic performance	
		7. Arrange emergency care for children during mother's illness	
		8. Interpret Child Guidance Clinic referral to parents of child	
		9. Keep attendance records/statistics regarding client participation in agency program	
		10. Make referrals to clinics: medical, child guidance, mental health	
		11. Assist client in securing emergency housing	
		12. Assist family to secure commitment to state hospital for mentally ill client	
		13. Assist child to recognize pressures influencing his behavior	
		14. Counsel child concerning alternate methods to deal with problems	
		15. Counsel with staff regarding agency problems	
		16. Determine the appropriateness of referrals from other agencies	
		17. Initiate discussions on subjects of mutual group concerns to stimulate exchange of feelings	
		18. Organize a meeting to involve the community in developing a recreation program for the community	
		19. Report housing violations to proper authorities	

Have ngaged in tivity?			Was course helpful?		
s	No		Directly↓	Indirectly↓	Not at all
		20. Consult with teacher regarding home and family situation of child			
		21. Demonstrate techniques of home management and child care			
		22. Educate clients in making necessary housing repairs			
		23. Explore with client's family the present problems, possible causes and possible solutions			
		24. Find employment for client			
		25. Give talks to children on nature or other subjects			
		26. Involve parents in planning for care of retarded or excluded child			
		27. Interpret medical recommendations and follow-up care to family to support patient care program			
		28. Explain nature of agency's service to a client (or potential client)			
		29. Complete performance evaluations of employees			
		30. Conduct interviews for hiring of personnel			
		31. Refer clients to appropriate training programs			
		32. Assist client in obtaining public assistance			
		33. Act as liaison between agency and public welfare agencies to secure emergency help for an individual or family			
		34. Analyze extent of family problems for supervisor or consultant to determine appropriate treatment			
		35. Arrange for family to receive emergency food			
		36. Make court appearances in connection with family casework			
		37. Plan and supervise social events as part of agency program			
		38. Initiate group discussion to identify group activity interest and motivation sources			
		39. Prepare regular reports on agency program for Board or supervisor			
		40. Provide information regarding family planning			
		41. Recruit volunteers for community fund raising activities			

ngaged in ctivity?			Was course helpful?	
es	No		Directly↓	Indirectly↓ Not at al
		42. Talk to child to evaluate child's feelings and perceptions of problems		
		43. Obtain a history from client or family member		
		44. Assist family in money management through budgeting, consumer education, etc.		
		45. Present case material to staff		
		46. Make preparation for events prior to arrival of children for group activities		
		47. Record case material for agency files		
		48. Interpret agency service to other professionals		
		49. Fill out agency face sheet with information supplied by client or family member		
		50. Contact school in relation to child's attendance		
		51. Recruit children for community programs, such as Head Start, recreation programs, or summer camp		
		52. Assist group leader in planning program for teen-agers		
		53. Handle discipline problems in group of pre-teen age children		
		54. Plan and lead craft program for elementary school age children		
		55. Supervise preparation of lunch by children in group program		
		56. Plan day camp program for 8 to 12 year olds		
		57. Supervise day camp program for 8 to 12 year olds		
		58. Plan activity program for teen-agers' weekly meetings		
		59. Organize team sports, such as basketball, baseball, etc.		
		60. Consult community and city-wide agencies in behalf of clients		
		61. Arrange transportation for patients to and from hospital or clinic		
		62. Plan for child with special needs to attend camp		
		63. Visit with psychotic patient to develop relationship as basis for future work with family		

Have engaged in activity?			Was course helpful?		
Yes	No		Directly	Indirectly	Not at all
		64. Take staff meeting minutes			
		65. Obtain necessary medical or corrective appliances for clients (glasses, orthopedic equipment, etc.)			
		66. Direct or supervise volunteer activities in the agency			
		67. Make case study on patient in reference to child guidance clinic referral			
		68. Locate resources to implement ideas developed by youth group			
		69. Attends community meetings as representative of agency			
		70. Transport children for appointments to clinic or agency			
		71. Type reports, records, letters of referral			
		72. Handle the switchboard			
		73. Distribute clothing			
		74. Reassure patients concerning the treatment they are receiving			
		75. Follow-up clients who have failed to return to agency or clinic for treatment			
		76. Conduct office interviews with clients to determine individual problems			
		77. Talk with parents regarding their child's progress in program			
		78. Teach cooking, sewing, other homemaking skills to individuals or groups			
		79. Break up fights in youth group through discussion of conflict and feelings involved			
		80. Clarify financial situation of client to determine eligibility for service			
		81. Compile records and statistics regarding agency service			
		82. Consult appropriate agencies for securing and using resources to help client			
		83. Conduct group programs for parents of children receiving agency service			

Have engaged in activity?			Was course helpful?		
es	No		Directly↓	Indirectly↓	Not at all↓
		84. Refer to Bureau of Child Study to secure academic information, special tutoring, and placement recommendations			
		85. Register children for agency program			
		86. Plan and lead staff meetings			
		87. Prepare displays, posters, publicity			
		88. Report to M.D. information on patient's home condition			
		89. Secure data through interviews, conferences, written records, regarding definition of client problem and treatment			
		90. Select and order equipment for children's program			
		91. Stimulate community participation in programs for social change			
		92. Interpret diagnosis of mental retardation to parents of retarded child			
		93. Collect and record fees, donations, other funds			
		94. Evaluate group programs to determine relevancy to members			
		95. Teach games, songs, crafts			
		96. Lead group in discussion of personal problems			
		97. Operate office equipment, such as duplicating machines and/or other types of equipment			
		98. Develop foster homes for children needing care			
		99. Supervise use of phonograph and lead songs in activity program for teen-agers			
		100. Conduct survey to determine recreation needs of local community			

Tasks which were identified by over 50% of respondents as directly related to course

Course	Task
Social Service 101	1 - 2 - 5 - 20 - 23 - 28 - 32 - 38 - 42 - 43 - 76
Social Service 201	35 - 40 - 45 - 60 - 76 - 82
Social Service 212	1 - 5 - 13 - 14 - 17 - 18 - 38 - 42 - 52 - 79 - 94 - 96
Social Service 215	13 - 14 - 19 - 20 - 23 - 91 - 96
Social Service 228	1 - 2 - 3 - 13 - 14 - 15 - 17 - 20 - 23 - 28 - 38 - 42 - 43 - 44 - 45 - 47 - 48 - 49 - 51 - 53 - 68 - 74 - 75 - 76 - 77 - 80 - 82 - 91
Social Service 229	1 - 2 - 10 - 13 - 14 - 17 - 23 - 28 - 34 - 43 - 45 - 47 - 48 - 49 - 76 - 76 - 89
Social Service 258	1 - 3 - 5 - 14 - 18 - 38 - 42 - 52 - 69 - 91
Child Development 101	1 - 2 - 6 - 13 - 20 - 42 - 46
Child Development 102	1 - 2 - 5 - 13 - 14 - 17 - 20 - 42
Child Development 141	1 - 5 - 6 - 38 - 42 - 46 - 51 - 52 - 53 - 54 - 77 - 59 - 87 - 90 - 94 - 95 - 99
Child Development 225	1 - 5 - 13 - 14 - 17 - 21 - 26 - 42 - 46 - 53 - 55 - 74 - 77 - 92

TOTAL ANSWERS BY CLASSES

TO QUESTIONNAIRE

COURSES	Number Stud.	Yes Directly	Yes In-directly	Yes Not at all	Yes Blank	No Directly	No In-directly	No Not at all	No Blank	Blank Directly	Blank In-directly	Blank NotAtAll	Blank Blank	TOTAL
a.Soc Serv 101	58	856	359	159	110	352	675	985	713	69	107	190	115	469
b.Soc Serv 201	23	529	263	87	41	97	328	581	81	113	45	81	52	223
c.Soc Serv 212	32	207	77	19	17	25	24	358	643	3	9	33	207	162
d.Soc Serv 215	19	230	203	43	35	86	85	435	279	2	11	33	98	154
e.Soc Serv 228	20	556	207	21	17	167	218	423	179	67	31	105	20	801
f.Soc Serv 229	9	162	74	36	38	17	26	294	10	2	1	2	4	66
g.Soc Serv 258	10	255	107	84	20	28	2	139	194	2	3	89	77	100
h.Child Dev 101	58	668	258	115	76	314	461	1913	1242	8	30	134	486	570
i.Child Dev 102	74	898	547	293	60	690	899	3272	239	168	56	110	161	739
j.Child Dev 141	18	324	143	80	55	30	79	669	135	16	22	7	231	179
k.Child Dev 225	46	637	346	208	42	59	249	1011	277	46	59	14	649	369
TOTAL	367	5322	2584	1145	511	1865	3046	10080	3992	496	374	798	2100	